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ABSTRACT

This paper presents a study unit on Japan for elementary students which can be adapted for any level. Lessons include: (1) "Video Traveling Activities To Accompany Students on Their Journey to Japan"; (2) "Travel Brochure"; (3) "Discovering Culture by Using a Realia Kit"; (4) "Comparative Geography Using the Five Fundamental Themes of Geography"; (5) "Japan and Environmental Concerns"; (6) "Literature Strand: 'The Flute Player of Beppu'"; (7) "Stand on the Map: Learning about Japan"; (8) "Let's Read about Japan and the Japanese People"; and (9) "Surveying Japanese Students: Comparing Students from Different Cultures." Numerous assessment, extension, and enrichment ideas are offered for each lesson. (EH)

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"TEACHING ELEMENTARY STUDENTS ABOUT JAPAN"

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VIDEO TRAVELLING ACTIVITIES TO ACCOMPANY STUDENTS ON THEIR JOURNEY TO JAPAN

1. OVERVIEW: Like me, you've probably enjoyed video travelogues such as the "National Geographic" videos for years. Videos open up a world of adventure for students. Video pictures of far off places still offer excellent learning opportunities for students and teachers. These videos motivate children in many ways: geographically, verbally, artistically, etc. Children see a picture and want to learn more. Vocabulary development is greatly enhanced by using videos. Videotapes are exciting. Students can watch videos and constantly refer to them for more information. Elementary teachers can make good use of visual stimulus presented in videos to encourage and create enthusiastic students.

Important aspects of the video can be used as visual clues in vocabulary (or concept) development. These same videos can be used as part of integrated reading in order to teach reading skills such as blends, digraphs, and vowel sounds. (Elementary teachers have a reading background and are familiar with these terms.) Language arts/reading skills can be integrated with geography education to enhance both! With a little thought videos can be used in many more exciting and innovative ways.

The video will be played for the entire class. In the activity portions of these lessons, small groups of children will watch a video about Japan to understand the way people live today and the way people lived many years ago. They will learn about the geography of Japan and discover more about the way people have adapted to their environment. Students include words about the environment, physical geography, the way people live, transportation, culture, communication, etc.

Sometimes, each small group of students can be assigned a specific category to watch and record. For example: one group looks for land use examples while another looks for climate conditions or influences of people on the environment. Students become careful observers. This is one of the indicators the state of Maryland has determined to be an important Social Studies outcome.

The activities in this set of lesson plans are applicable and adaptable for any grade level. I always model each activity for the students so that they see and hear every step of the process. After a while the students become experts at asking themselves questions, interpreting pictures, analyzing data, and sorting information. Each small group will receive markers and chart paper. These are delivered in a large plastic bag. (Plastic bags make great, cheap storage containers.)

2. NATIONAL COUNCIL FOR THE SOCIAL STUDIES STANDARDS

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III. a. construct and use mental maps of locales, regions, and the world that demonstrate an understanding of relative location, direction, size, and shape.
c. use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps, to generate, manipulate, and interpret information.
g. describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like.
h. examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.

3. RECOMMENDED TEACHING LEVEL: Elementary, applicable to any grade level (K-12)

4. RECOMMENDED TIME ALLOTMENT FOR INSTRUCTION: Several class periods, one period for each activity. In elementary grades a period is about 30 minutes long, or the entire activity can be completed during an entire morning with small group reports after lunch.

5. OBJECTIVES: 1. Students will use mental mapping (as well as access prior knowledge and brainstorming) to make a map of Japan 2. Students will analyze VIDEO evidence to add words, ideas, and concepts to the map they have started 3. Students will categorize and sort their data using a graphic organizer and describe their analysis to the children in the class orally 4. Students will draw upon their knowledge of their own region to compare and contrast their region with Japan

6. MATERIALS/RESOURCES NEEDED: 24x36 chart paper for each group, markers, 15"x15' shelf liner for each group, masking tape, crayons, video about Japan. Additional Resource: Teachers without videos can use magazine pictures. The bibliography which follows offers excellent pictures from the National Geographic Society Magazine:

Miyazawa, E. Snow festival in Japan's far north. Dec., 1968. National Geographic Society Magazine. Vol. 134 No. 6. 824-834.
McDowell B. and Ward, F. Those successful Japanese. March, 1974. NGS. Vol. 145 No. 3. 322-360.
_____. Living in a Japanese village. May, 1972. NGS. Vol. 141 No. 5. 668-693.
Lee, D. Hokkaido: Japan's last frontier. January, 1980. NGS. Vol. 157 No. 1. 62-96.
Dimanses, D. and Knight, C. Kayak odyssey: From the inland sea to Tokyo. Sept., 1967. NGS. Vol. 132 No. 3. 295-337.
Fallows, D. Change comes slowly for Japanese women. April, 1990. NGS. Vol. 177 No. 4. 52-83.
Kim, H. Festival in Japan. July, 1978. NGS Vol. 154 No. 1. 78-85.
Smith, P. Inner Japan. Sept., 1994. NGS Vol. 186 No. 3. 65-95.
Reid, T. The Great Tokyo Fish Market. Nov., 1995. NGS Vol. 188 No. 5. 38-55.

7. INSTRUCTIONAL PROCEDURES:

Activity 1 Making Student Passports: The students enjoyed making the passport and making the passport has tie-ins to other curricular areas.

I don't know how to put it on computer disc, but am including a paper copy of the student passport we use when travelling around the world. This passport is easy to make. The students color the cover blue- just like real passports.

The visa stamps which the students paste in their passports are made from a program called "SuperprintII for the Macintosh." The poster-clip art gallery section. It includes one inch pictures suitable for visa stamps from around the world. Students color these and paste them in the visa section of their passports as we visit each country.

The data sheet of information included in the passport is completed with parental help as a homework assignment. This is a "real life" learning situation- children complete an application form. Pasting a photograph helps complete authenticity, too.

The students type the data using a word processor program as part of computer lab instruction. They print out the data and paste it inside their passport. A small photograph is also pasted in. The passport number is their social security number. The date of issue is today's date. The passport agency is our school name. Some teachers also include place of birth just like the real passport does.

PASSPORT DATA
Last Name:
First Name:
Date of Birth:
Place of Birth:
Nationality:
Passport No. (Social Security No.)
Place of Issue:
Date of Issue:

Activity 2: Mental Mapping :In this activity each group is asked to write down what they already know about the Japan region. This is a kind of mental mapping, sometimes called brainstorming. Brain storming encourages divergent thinking. Accessing prior knowledge is a concept most elementary teachers of reading are familiar with. The children brain storm (mentally map) and make a group list. Since I teach second grade, I usually give each group an outline map of Japan to focus their thinking processes. Older students can draw their own outline map to focus their thinking. After brainstorming, each group then takes turns reporting their map of ideas to the whole class. Sometimes, I act as recorder and write the entire class's ideas on a chart paper. Mental mapping is important in vocabulary and concept development. It's also important to discover misconceptions children have and I can correct these misconceptions during instruction. Mental mapping can also be used as a post-test to see what the children have learned about Japan during the unit.

Activity 3 Active Viewing: After passing out the plastic bags, each group begins active investigation by viewing the video. Children look for verification of the ideas included on their mental maps (activity 1). They put a red bull's eye next to any word they have already written down which they see on the screen. They also look for new information: concepts, ideas, and

vocabulary.

We have as reference a list of social studies concepts hanging in front of the room. A knowledge of social studies concepts helps children focus their thinking. Using these social studies terms often helps children become more efficient social studies investigators. The vocabulary/concept list (at the end of the lesson plan) gives a clue as to the kinds of things children need to be looking for as they watch the video.

Each group of three or four uses the video to help them think of ideas and words to add to their list of map words reflecting their knowledge of Japan. I circulate and ask prompting questions. This is especially important when children miss really important picture clues.

I spend an entire morning doing these activities. This includes reading, language arts, and social studies time. This is an integrated activity because children are learning social studies, interpreting videos, making decisions, sorting data, presenting data in a usable form, and reporting their findings orally. We make use a many kinds of graphic organizers which were first used in reading instruction. This is our connection with the entire curriculum.

Activity 4: Using Graphic Organizer: After watching the video and making notes about their viewing, children use a graphic organizer to display their data. A web is convenient and each group needs to decide which categories will be included in their web. I often suggest that the students use the five fundamental themes of geography: location, place, movement, environment, and regions as categories. Or, the social studies concept chart (the ABC's for Japan) hanging in the room will offer many other categories for students to use. Students need to make a group decision concerning the use of categories for their web.

Activity 5 Oral presentation: Each group will present their findings to the class. Classmates are encouraged to listen politely and ask questions. I, too, ask questions of the group. The graphic organizers are hung in the room to be used throughout the unit. Interpreting data and the organization of data is another indicator Maryland has determined to be an important learning outcome. The group will also find Japan on the map of the world. This is important because location and place are important terms.

Activity 6 Comparing Japan with Maryland: We also use a Venn diagram to compare what we have learned about Japan with what we already know about the Chesapeake Bay region of Maryland. The Chesapeake Bay unit is usually the first unit I teach. We use our own region as a springboard to learn more about other regions. It helps students understand new regions when they have their own community/ neighborhood/ region as a starting point.

Activity 7 Alphabet frieze: The children need to put together a pictorial representation of what they think of as significant about their region. One way to do this is to make an alphabet frieze. The group draws and labels a picture for each letter of the alphabet which has significance for this region. Children draw and label. Labeling is a necessary skills which children

need to remember to do which taking state performance tests. Not every letter will be used. "Q" words are few and far between. Pre-planning helps teachers discover these gaps and teachers can often introduce words which may be needed to fill alphabetical gaps.

8. ASSESSMENT: Children share their webs, mental maps, and friezes with the class. Through their oral delivery I can hear how well they have assimilated ideas, vocabulary, and ideas from the unit. When looking over their work and listening to their presentations, I listen and look for examples of the 5 fundamental themes throughout each group's work. Children also write five-sentence paragraphs about what they think are the most important similarities between our region and the region they have been observing. The ability to write about inferences they have made from their own data is another indicator Maryland has developed as part of its learning outcomes. This is a limited writing response (LWR.)

9. EXTENSION AND ENRICHMENT: 1.Students use word list drawn from videos use as story starters. Students must write short paragraphs of 5 sentences about the pictures. The pictures offer stimulus. Children have opportunities to write using new vocabulary. Reading their writing helps me understand if students themselves understand the vocabulary and concepts presented.

2. Paragraphs students have written and the accompanying pictures are hung as bulletin board displays.

3. Pictures with appropriate labels make interesting teaching bulletin boards to use with small groups of children.

4. Some children need phonetic review of blends, digraphs, or vowel sounds. These are terms teachers of reading (this includes most elementary teachers) are familiar with. Using pictures and circling distinct parts helps students review reading skills as well as develop new vocabulary. Pictures offer added emphasis.

5. Webs, maps, diagrams, and friezes are hung in the hall to display the activities the children have been working on. Parents love seeing these group projects.

6, If a video is not available, articles from selected issues of the National Geographic Magazine may be substituted. The articles are annotated elsewhere in this article.

CONCLUSION: Video travelling offers visual stimulus for student vocabulary/concept development in social studies education. It is a student-based, hands-on, activity based concept which introduces students to the concept of analyzing information presented in pictures. It also offers teachers an opportunity to integrate reading skills with social studies. A video journey enhances the total social studies program. Students learn more social studies concepts and remember them better. Visual imagery and imagining are excellent vehicles to use with elementally students. Video travelling can be used with students at any grade level. I use it because its fun

THE ABC'S OF JAPAN

Here are some categories of words to consider when teaching about Japan. These are not specific vocabulary words about Japan.

A art adaptation anthropology animals architecture

agriculture ancestors aesthetics
B building birthrate behavior
C culture clothing currency commerce cuisine communicate climate class customs citizenship
D disease diet death distribution dance
E education ecology environment economics engineering entertainment
F food folklore
G government GNP geography
H history holidays health housing habitat
I industry income infant mortality interdependence
J jobs
K
L location language literature landscape landform life expectancy leisure leadership
M map movement money market music mortality manufacturing
N natural increase natural resources neighbors needs
O oral history
P perceptions philosophy politics population place
Q/R royalty region rural religion race ritual resources
S social class sports sex roles sociology scarcity
T technology transportation tourism
U urban
V vehicles vegetation values
W waterbodies weather weapons wildlife
X, Y, Z zoology

*These are categories which help teachers think about what needs to be taught during the unit. These words can also be category headings for students use when making webs.

<u>THE FOLLOWING ARE SELECTED ACTIVITIES TEACHERS CAN USE THROUGHOUT THEIR UNIT ON JAPANESE CULTURE</u>

<u>ATTRIBUTES (ELEMENTS) OF A MAP</u>

Brainstorm with the class to determine map elements. Demonstrate these on a map of the world.

1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____
7. _____ 8. _____

Distribute maps of Japan to small groups of children. The children locate and circle each map element they find on the map. Labels written on "post-its" can be used if you don't want maps written on. Maps can be laminated. Travel publications such as the National Geographic Magazine have maps large and small. Or write to: Consulate General of Japan at New York, 299 Park Ave., New York, N.Y. 10171. Tel: 212-371-822 or FAX: 212-319-6354.

<u>LANDFORMS/WATERBODIES USING A MAP OF JAPAN</u>

Brainstorm for different kinds of landforms (continent, isthmus, desert, etc.) and write these on a chart. Repeat the procedure for waterbodies (ocean, sea, bayou.) Hang these charts in the room for use throughout the school year. Each of these brain storming activities makes a good interactive homework assignment.

Distribute maps of Japan. Have small groups of children circle each example of a waterbody or a landform on the map of Japan. This is a good way of reinforcing vocabulary and concepts about the geography of Japan.

LANDFORMS WATERBODIES

_____

_____

_____

_____

_____

CLOTHING:

Write the English equivalent of each Japanese article of clothing. Illustrate and label each article.

1. geta _____ 2. obi _____
3. kimono _____ 4. tabi _____
5. zoori _____ 6. yukata _____
7. kutsushita _____

JAPANESE T-SHIRT GEOGRAPHY Everyone collects T-shirts as vacation souvenirs. Bring your collection to share with the class. Other vacation souvenirs, such as bumper stickers, can be made as well. Your class can make their own souvenir of Japan T-shirts. Each child needs a 6x9 in. sheet of medium or fine sandpaper. Each child draws a picture about Japan on the sandpaper. Do not include numerals or letters (these print backwards.) Color the drawing HARD with crayons. After the child finishes the sandpaper coloring, put the sandpaper crayon-side down on a T-shirt, cover the sandpaper with paper to protect the surface of the iron. Put a cardboard sleeve inside the shirt to prevent bleeding. Iron the sandpaper. The heat from the iron melts the crayon and transfers it to the T-shirt. The sandpaper may be reused with the same pattern. Changing designs muddies-up the colors. These are machine washable.

CLASS BANNERS/PERSONAL PENNANTS Using the sandpaper coloring to make a class banner is a worthwhile activity. Proceed as before, except that each child receives a 9x9 in. piece of white cloth. Iron the pictures on the cloth. Sew the blocks together. Use a variety of cloth pieces as spacers between white blocks. This design is similar to an American album quilt design which was popular 100 years ago. This banner is colorful and builds class spirit and cooperation. It goes well with a discussion of traditional crafts and oral history traditions of both Japan and the U.S.

QUILTS Many cultures like our own and the Japanese have a tradition of handicrafts which depict important events using thread and cloth. Each child is given a 12x12 in. piece of drawing paper. The child then draws pictures of important people, places, and events in his/her life. These squares can be stapled to a bulletin board to make a class paper quilt. Since coloring on paper is easier than coloring on cloth, more details may be

provided for each quilt block. Starting in a corner draw pictures around the outside of the square. Think of a central motif for the block. A Japanese, sun, chrysanthemum, or heron would be appropriate for a block about Japan.

ABC's FOR JAPAN This is a good brainstorming activity for small groups or as a homework assignment. It can be used as a pre-assessment activity or as a post-unit assessment. The words below are only a suggestion.

A Asia	B bamboo	C chopstick
D diet	E emperor	F forest
G geta	H hibachi	I import
J Japan	K kimono	M Mount Fugi
N Nagasaki	O obi	P Pacific
Q quilt	R Russia	S skyscraper
T tokonoma	U	V volcano
W weasel	X	Y Yokohama
Z zori		

This is not the same as ABC'S for Japan. That list was for category generating purposes when making graphic organizers. This activity uses vocabulary and concepts specific to understanding Japanese culture and geography.

TRAVEL BROCHURE

OVERVIEW: Students will exhibit a general knowledge of vocabulary, concepts, and ideas developed during the study of Japan.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES STANDARDS:

III. g. describe how people create places that reflect ideas, homes, playgrounds, classrooms, and the like.

h. examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.

GRADE LEVEL: This lesson may be adapted for use with any grade level K-12.

TIME ALLOTMENT: This activity may be completed in one class period. More time is advised though.

OBJECTIVES: 1. Children will develop a travel brochure which reflects and understanding of

a. the physical geography

b. the living conditions

c. points of interest to tourists (sightseeing)

d. the environment (climate)

2. Children will include: a cover, pictures and drawings, a map, and captions for their illustrations.

MATERIALS: Children have previously completed lessons about Japan. (The folder should be available to them.) 11x17 paper, crayons, or markers.

INSTRUCTIONAL PROCEDURES:

1. The teacher will explain the nature of travel brochures. He will demonstrate what items to look for and how to rate the quality of information and attractiveness of brochures in general.

2. Small groups of children will examine several commercially prepared travel brochures. The students will rate each brochure

for the information it contains: enticing cover, bold colors, pictures and drawings, explanatory information, map.
3. Each group will write a paragraph to the teacher explaining its rating of the brochure.
4. Teacher explains that groups (or individuals) will design a travel brochure highlighting Japan. Each brochure needs to contain: map, climate information, information about physical geography, information about cultural amenities (sightseeing,) illustrations, and captions.
Teacher will demonstrate points of view: hotel owner, city tourism commission, transportation system, tour guide, in order to show to students how brochures target specific audiences.
5. Children use their lesson folders about Japan for research purposes. They can also consult trade books, etc. They should not rely on commercially prepared travel brochures about Japan!
6. Children may fold or collate papers to meet needs of their design.
7. Teacher will circulate to guide, reinforce, and answer questions.
ASSESSMENT:Does the travel folder have the components the teacher introduced at the beginning of the lesson. An assessment sheet (with yes or no circles) will help students to self-assess their work. Students need: example of physical geography, cultural amenities, climate (environment), illustrations, and captions. Students can be rated on their decision to reflect a particular segment of the tourism industry.
EXTENSION/ENRICHMENT: 1. The ability to write captions is important.
Teachers can introduce writing CAPTIONS as a language arts skill emphasizing main idea.
2. Children can also make their own POST CARDS and practice writing notes on the front. The note writing part is a language arts skill which teacher can use to assess social studies understandings.
3. Children can also design their own travel posters on 24-30" paper. The assessment criteria for the poster can be the same as for the travel poster.
4. Taking a particular point of view (such as tour bus operator) students can write about what their passengers will see (informational writing) or why a tourist should chose one of his tours (persuasive writing.)

DISCOVERING CULTURE BY USING A REALIA KIT
OVERVIEW: This lesson will help children understand the Japanese people and their culture. Children will handle and use manipulatives from a realia kit About Japan. Some teachers refer to the kit as a discovery box. Children really enjoy this hands-on experience. Many of the items in the kit were purchased during my Keizai Koho Fellowship trip to Japan. Teachers can purchase many of these items from stores when developing their own kits.
NATIONAL COUNCIL FOR THE SOCIAL STUDIES STANDARDS:
III. a. construct and use mental maps of locales, regions, and the world that demonstrate an understanding of relative location,

direction, size, and shape.
c. use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps, to generate, manipulate, and interpret information.
g. describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like.
h. examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.
RECOMMENDED GRADE LEVEL:This lesson is appropriate for any grade level K-12. Modifications may be made for primary classes.
RECOMMENDED TIME ALLOTMENT FOR INSTRUCTION: One class period for investigation, observation, and note taking.
One class period for organizing and reporting data.
OBJECTIVES: 1. Children will examine and observe artifacts from the Japanese culture.
2, Children will develop an appreciation of the uniqueness of Japanese culture.
3. Children will develop an understanding of similarities and differences between their own culture and the Japanese culture.
4. Children will generate data, organize their data using the graphic organizer provided, and report their findings to the class.
MATERIALS/ RESOURCES NEEDED: Realia Kit (Artifact Box): It has several names. Paper or easily destroyed objects should be laminated for continued use. The kit may have examples of: menus, fare cards, maps, tourist brochures, baseball cards, stamps, coins, flags, seeds, foods, drinks, clothing, pictures of animals, china, glassware, weaponry, household objects, sports items, toys, etc. The list is endless, depending upon the availability of artifacts to the teacher.
Also Needed: chart paper, web model, markers
Artifacts can be collected and stored in an activity box for use by all teachers. Artifacts can be collected from personal travels, embassies, travel agencies, import/export shops, and discount stores.
INSTRUCTIONAL PROCEDURES:
1. Teacher introduces graphic organizer. This model is based upon the five fundamental themes of geography: location, place, environment, movement, and region. After studying several regions this organizer becomes easier for children to use. Any categories may be substituted for the five fundamental themes, however.
2. Teacher introduces the concept of artifact using items from the Maryland Realia Kit. These are artifacts with which the students are familiar as the artifacts are from the region in which they live. The children develop strategies, with teacher assistance, for sorting these artifacts according to category.
3. Teacher (or recorder) writes down words in categories.
4. Teacher passes out Japan Realia Kit and graphic organizer. Small groups of students begin sorting and categorizing their artifacts according to category. Students may elect to chose their own categories for use.

5. Students will assess the value artifacts to the culture. Students choose a recorder to write words in categories. Each group records its observation in categories.
6. Each group makes generalizations about the Japanese culture based upon their observations.
7. Each group reports on its findings to the class.
8. The teacher may choose to generate a class graphic organizer incorporating the ideas of every group. This graphic organizer is displayed in the room and added to as new ideas or artifacts are used during the course of the unit.

ASSESSMENT: What did each small group observe from its investigation that was of importance to discuss with the entire class. What important artifacts were distinct or unusual? What artifacts were similar to those used in our own culture?

EXTENSION AND ENRICHMENT: 1. Children can complete a Venn diagram comparing and contrasting the similarities and differences between important aspects of Japanese culture and similar artifacts from their own culture (use the realia boxes from booth regions.)
2. Children can go home a search for items made in Japan which are used at their holier. Mom and Dads can help, too. This becomes an economic activity and a tie-in with goods and services production in the economics unit. The children return to school with a product list and the names of specific manufacturers. Products from Japan are important to American consumers.

COMPARATIVE GEOGRAPHY USING THE FIVE FUNDAMENTAL THEMES OF GEOGRAPHY

OVERVIEW: This lesson enables students to draw upon everything they have learned during the unit using a graphic organizer. There are many, correct answers for each category. It is useful to use this lesson before trying a Venn diagram comparing regions.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES STANDARDS:

III. a. construct and use mental maps of locales, regions, and the world that demonstrate an understanding of relative location, direction, size, and shape.
c. use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps, to generate, manipulate, and interpret information.
g. describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like.
h. examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.

RECOMMENDED GRADE LEVEL: Any grade K-12 is appropriate. In primary grades, this becomes a group lesson rather than an individual effort.

RECOMMENDED TIME ALLOTMENT FOR INSTRUCTION: One class period

OBJECTIVES: 1. Students will draw upon prior knowledge of Japan to organize information in a graphic organizer.
2. Students will use their knowledge of the five fundamental themes of geography to complete the lesson.

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MATERIALS NEEDED: graphic organizers: chart size for group instruction, 8.5x11" for individual use, atlases

INSTRUCTIONAL PROCEDURES:

1. Teacher reviews the five fundamental themes of geography using student's own region as example.
2. Teacher passes out individual papers. Students use atlases to complete location section. Students activate prior knowledge or use notebooks to complete remaining sections.
3. Student are called upon to prove or justify their answers.
4. Teachers may opt to make a class chart-sized organizer when reviewing answers with the class.

ASSESSMENT: Do individual student responses make sense. The absolute location is drawn directly from the atlas.

EXTENSION AND ENRICHMENT: 1. This activity sheet can be used with a Venn diagram activity.
2. Students can illustrate their responses on chart-sized paper to make travel posters about Japan.
3. Using a graphic organizer such as a Venn diagram will enable students to use this activity sheet to compare two regions: their own and Japan. They will discover similarities and differences between the two cultures.

COMPARATIVE GEOGRAPHY USING THE FIVE FUNDAMENTAL THEMES OF GEOGRAPHY

1. LOCATION:
   absolute: _____
   relative: _____
2. PLACE:

_____

_____

3. MOVEMENT:

_____

_____

4. HUMAN ENVIRONMENTAL INTERACTION:

_____

_____

5. REGION:

_____

_____

COMPARATIVE GEOGRAPHY USING THE FIVE FUNDAMENTAL THEMES OF GEOGRAPHY: ANSWER KEY

1. LOCATION: absolute: 14'30" Eastern or Northern Hemisphere
2. PLACE: big cities, tranquil gardens, crowds, rice paddies
3. MOVEMENT: super trains, export cars, import rice,
4. ENVIRONMENTAL INTERACTION: air pollution, water pollution, industrialization, fertilizer, fishing
5. REGION: population, mountainous, Asian, industrial, traditional values,

JAPAN AND ENVIRONMENTAL CONCERNS

OVERVIEW: This lesson combines what students know about the environment of Japan with what they have already learned about

environmental issues in their own region and throughout the world. Students are called upon to identify an environmental issue facing the Japanese and discuss how they would solve this concern.

There are many environmental concerns which face nations: clearing of land, buildings and roads, extinction of species, loss of habitats, power plants, demand for water, contaminated eater supply, electricity, fossil fuel pollution, nuclear power, automobile air pollution, noise pollution, solid/liquid waste disposal, overfishing, destruction of beaches, introduction of foreign species, loss of traditions, social unrest.

NATIONAL COUNCIL FOR THE SOCIABLY STUDIES STANDARDS:

III. a. construct and use mental maps of locales, regions, and the world that demonstrate an understanding of relative location, direction, size, and shape.

c. use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps, to generate, manipulate, and interpret information.

g. describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like.

h. examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.

RECOMMENDED GRADE LEVEL: This lesson is appropriate for all (K-12) grade levels. Modifications are made for the ability levels of students.

RECOMMENDED TIME ALLOTMENT FOR INSTRUCTION: One class period.

OBJECTIVES: 1. Students will list and examine environmental issues facing the Japanese.

2. Students will decide on an issue which faces the Japanese and describe this concern.

3. Students will describe the decisions the Japanese have made about this environmental issue and agree or disagree with the Japanese decision.

4. Students will offer and justify a decision of their own.

MATERIALS/RESOURCES NEEDED: Activity sheet, notebooks about Japan

INSTRUCTIONAL PROCEDURES:

1. Teacher and class discuss (or review) an environmental issue which faces their own region. The teacher and class work through a chart of "Environmental Concerns". Teacher solicits examples and acts as recorder.

2. After a discussion of environmental concerns facing the Japanese, teacher hands out "environmental concerns" activity sheet. Each child chooses an issue and completes the sheet individually.

3. After completion the students share their decisions with the rest of the class.

ASSESSMENT: Teacher collects sheets and judges each on how well thought out the responses were. Based upon the sophistication of the class and the class's familiarity with problem solving, teacher rates each paper accordingly.

EXTENSION AND ENRICHMENT: 1. Students who chose the same environmental concerns can work as a small group to make a group

position statement about the problem and report back to the entire class. Sharing, elaborating on others ideas will make for a stronger position paper.
2. Students with different concerns can work in small group to choose the one decision which they feel is of paramount importance. The students work together to make a stronger statement and report back to the group.
3. Students make a poster and label it to illustrate how each would advertise the nature of the problem for public awareness and how this concern can be solved.

COMPARATIVE GEOGRAPHY: ENVIRONMENTAL CONCERNS

1.REGION:_____
2.CONCERN:_____
3.THEIR DECISION:_____
4. YOUR REACTION:_____
5. YOUR SOLUTION:_____

LITERATURE STRAND: "THE FLUTE PLAYER OF BEPPU:

OVERVIEW: This story tells about the honesty of a Japanese boy. Students learn about the geography of a Japanese village. Students review many aspects of Japanese culture.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES STANDARDS:

III. a. construct and use mental maps of locales, regions, and the world that demonstrate an understanding of relative location, direction, size, and shape.
c. use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps, to generate, manipulate, and interpret information.
g. describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like.
h. examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.

RECOMMENDED GRADE LEVEL: This story was written for students who are reading at a 2.2 reading level. If used in a whole language setting, it is suitable for grades 1-3.

RECOMMENDED TIME ALLOTMENT FOR INSTRUCTION: The story and related activities can be completed in three 45 minute class periods.

OBJECTIVES: 1. Students will identify Japan and the Inland Sea.
2. Students will read to find descriptions of Japanese geography.
3. Students will identify objects used in every day Japanese life.
4. Students will appreciate the richness of figurative language.

MATERIALS/RESOURCES NEEDED: Gallant, K. (1973). "The Flute Player of Beppu" All Sorts of Things. Ginn & Co. Lexington, Massachusetts., map of the world, map of Japan, activity sheets, construction paper and crayons.

INSTRUCTIONAL PROCEDURES:

1. Teacher will assist students in locating the Inland Sea and the location of Beppu on the northeast coast of the southern island of Kyushu. Beppu is today a manufacturing city.
2. Students will interpret the meaning of "realistic fiction." As

children read the story, the teacher will elicit examples of real-life experiences from the students.
3. Teacher will introduce vocabulary needed for understanding the story. Students will already be familiar with many of these. Children should use dictionary to find definitions of unknown words. Children will draw and illustrate vocabulary words. Vocabulary words: kimono, teahouse, wooden shoes, chopsticks, flute.
4. During guided reading students will read the story silently. Teacher will ask literal and interpretive questions after silent reading.
5. Children will complete comprehension activity sheets independently.
6. Children list geographical features mentioned in the story.
7. Students will make a chart showing examples of visual imagery the author uses in the story which reflect the Japanese love of nature and being outdoors.
ASSESSMENT: Teacher will assess accuracy of written responses on activity sheets.
EXTENSION AND ENRICHMENT: 1. Children complete a chart and illustrate each of the geographical features mentioned in the story. The background is 12x18 construction paper with the hills and countryside drawn on it. The middle section is 12x16 with the town drawn on it. The foreground is a 12x14 construction paper with a house in it: the flute player's or Sato-san's. The children make cut out figures (pop-ups) to paste in the foreground. The flute player, Sato-san, and at least one other character need to be included.
2. Children will use the geographical features chart they previously made to complete a frieze showing both the village (urban) of Beppu and the countryside (rural) near Beppu. Specific examples mentioned in the story should be labeled.
3. From the realia kit, examples of Japanese cultural items should be discussed and displayed.
4. A selection of flute music from the tape in the realia kit should be played for the children's enjoyment.
5. Students will draw and label examples of visual imagery used in the story.
6. The story can be used to review and identify compound words: everyone, roadway, himself, throughout, nowhere, farmhouses, without, teahouse, countryside, wherever, inside, morning-glory, nobody.
7. The story can be used to review verbs of movement: scurried, scampered, walking, unload, load, followed, wandered, roamed, stumbled.
GEOGRAPHY IN THE STORY: inland sea, hills above the city, country roads, green rice fields, neat farmer's cottages, wide roadway, harbor busy with ships, narrow winding streets, bright teahouse, dirt dusty road, house with garden, harbor, farmhouse, country lanes, birds, crickets, morning glory vines
WORDS ABOUT JAPANESE CULTURE: flute player, inland sea, teahouse, house with clean floors and sliding doors, kimono, garden, rice fields, garden gate, sliding door, low table, chopsticks, steaming

bowl of rice, cushion, wooden shoes, hay in father's barn, -san, bamboo, take off shoes, put shoes by the door

VISUAL IMAGERY: cherry trees pink as a sea shells in spring
green damp rice fields early in the morning
shining ships in the harbor woodsmoke in the autumn

QUESTIONS ABOUT THE STORY

1. Who was the most admired person in Beppu?

_____

2. What kinds of sounds did Sato-san know?

_____

3. What did Sato-san find one fine day?

_____

4. What did Sato-san first decide to do with the flute? Why?

_____

_____

5. What does Sato-san think of when he hears flute music?

_____

_____

6. How does the flute player reward Sato-san?

_____

_____

7. What did Sato-san dream of that night?

_____

_____

A SELECTED BIBLIOGRAPHY FOR TEACHERS

The Boy of the Three Year Nap, Dianne Snyder
Count Your Way Through Japan, James Haskins
The Dragon Kite, Nancy Luenn
How My Parents Learned to Eat, Ina Friedman
The Inch Boy, Junko Morimoto
Japan, Carol Greene
Japan in the Global Community, Forrest Pitts
The Magic Fan, Keith Baker
O'oka the Wise, I. G. Edmonds
Oniroku and the Carpenter, Tadashi Matsui
Sadako and the Thousand Paper, Eleanor Coober
A Samurai Warrior, Anne Steel
Stone Cutter: A Japanese Folktale, Gerald MacDermott
Take a Trip to Japan, Gwynneth Ashby
The Tale of the Mandarin Ducks, Katherine Paterson
The Tiger's Whiskers, Harold Courlander
Tokyo, James Davis
The Tongue-cut Sparrow, Momoko Ishii
The Warrior and the Wiseman, David Wisniewski
The Wave, Margaret Hodges
The Witch's Magic Cloth, Miyoko Matsutani
A Year of Japanese Festivals, Sam Epstein
Komodo: Children of Japan, Susan Kuklin
Exploration Into Japan, Richard Tames
A to Zen, Ruth Wells
Everything Japanese, Boye DeMente (adult)
All Japan: Catalog, Oliver Statler (adult)

STAND ON THE MAP-LEARNING ABOUT JAPAN

OVERVIEW: This lesson introduces students to the spatial relationships using the country of Japan. These are activity based lessons for primary students. Students will recognize Japanese islands by outline or shape. Students will participate in the creation of a large floor map using Con-Tact paper islands. Students will use specific map elements in creating the floor map. Making the floor is a fun way to introduce the spatial relationships and children really can- STAND ON THE MAP!

NATIONAL COUNCIL FOR THE SOCIAL STUDIES STANDARDS:

III. a. construct and use mental maps of locales, regions, and the world that demonstrate an understanding of relative location, direction, size, and shape.

c. use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps, to generate, manipulate, and interpret information.

g. describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like.

h. examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.

RECOMMENDED GRADE LEVEL: Primary grades (K-3) May be a worthwhile activity for intermediate students needing mapping skills reinforcement

RECOMMENDED TIME ALLOTMENT FOR INSTRUCTION: 50-70 minutes (may be completed over several days)

OBJECTIVES:1. Students will identify and use map elements in creat ing the map.

2. Student will recognize each Japanese islands by their outline or shape.

3. Students will participate in the creation of a floor outline map of Japan.

4. Students will label specific points of interest on the floor map with the correct name.

MATERIALS/RESOURCES NEEDED: chalk, chalkboard, name labels (on sentence strips,) Con-Tact paper cut-outs of island shapes, outline map of Japan, clean floor space, marking pens, masking tape, pencils, crayons, blank student-size outline map of Japan

Note: 1. Use an acetate map of the world and the overhead projector to blow up the island pieces you trace onto the on-Tact paper. You can make the islands (and the map) as large as you think it needs to be.

2. The map is durable and if made in September will last throughout the school year. If you are adventurous- think of actually painting the map on you room's floor. But Con-Tact paper serves just as well, especially since its removable

INSTRUCTIONAL PROCEDURES:

1. Use a blank outline map of the world. Call on students to locate Japan. Assist as necessary.

2. Locate Japan on map of Eastern Hemisphere. Call attention to the islands of the country.

3.Children can refer to Japan map in their student atlas to name

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the major islands.
4.Use the pre-cut Con-Tact paper shapes of the islands. Have students refer to the names of the islands. As they do so, peel the backing off the Con-Tact paper and place each island shape on the floor in the correct space. You may want to put pencil marks on the floor prior to the start of the class in order to facilitate the placement of islands.
5. Through discussion with students, incorporate map elements.
6. Create a key for the floor map for "land" and "water." Label the map with title, author, date. Create a compass rose with a north arrow. Use masking tape to create a border.
7. Have one student read the name of the island and another place the sentence strip label on the correct shape on the floor map. This exercise may be repeated with different sets of students so that all participate. OR Have one child read the name of the island and another child stand on the map.
8. Add symbols for important physical features such as Mt. Fugi. Locate the symbol on the map and label it directly on the map or with a label card.
9. Add symbols for political/human geography such as: capital city, city, park. Locate and label these on the map.
ASSESSMENT: 1. Have one student read the name of an island and another place the sentence strip label on the correct shape on the floor map. This exercise may be repeated with different sets of students.
2. Have one child read the name of the island and another child stand on the correct shape on the floor map. This exercise may be repeated with different sets of students.
3. Students will correctly label a blank outline map of the world with the names of the islands of Japan, and use selected map elements. Students can also include important information previously added to the floor map.
EXTENSION AND ENRICHMENT: 1. This activity may be repeated, using bodies of water instead. Students can "stand in the water!"
2. Using globes, have students locate Japan. Compare and contrast the shape and location of Japan with the flat map.
3. Add additional geography terms as students become familiar with these terms. As geographic vocabulary is introduced the labels for these terms can be added to the map. You can write on the map or even the floor with marking pens. The ink erases with finger nail polish remover!
4. Children have a better sense of directionality on the map by standing on it. Children orient themselves to north by facing north, etc. This way they do not confuse directions with words like up or down.
5. As you read stories about Japan, find the location (setting) on the floor map and write it on the floor map.
6. The map is useful in teaching capitalization of proper nouns.
7. As part of a reading lesson: Japanese words on the map can be used as part of a phobics lesson: mark the long/short vowels. Circle the blends or digraphs. Cross-out the silent letters. Since Japanese is written phonetically for English speakers this helps students listen for sounds in words.

8. Teach words of position using the floor map. Give directions like stand "next to", "near", etc.
MAPPING ACTIVITY 1: PHYSICAL Find these on yourmap of Japan.
Word bank: Japanese Alps, Mt. Fugi, Hida Range, Lake Biwa, Tokyo Bay, Inland Sea, Sea of Japan, Pacific Ocean, Honshu, Shikoku, Kyushu, Hokkaido, Kwanto Plain
MAPPING ACTIVITY 2: POLITICAL Find these locations in your atlas. Locate each of these on your map of Japan.
Word bank: Tokyo, Kobe, Osaka, Yokohama, Kyoto, Fukuoka, Sapporo, Hiroshima

LET'S READ ABOUT JAPAN AND THE JAPANESE PEOPLE

This article offers information you need to know about Japan and the Japanese people. There are many interesting Japanese words for you to learn in this article.

1. GEOGRAPHY Japan is located in the eastern part of Asia. It is north of the equator. The climate of Tokyo is similar to the climate of Baltimore. Summers are hot and humid. The first part of summer is the rainy season. Winters can be mild, but there is snow. Spring and fall are long, beautiful seasons. The Japanese appreciate the seasonal changes in their climate. There are traditional festivals celebrating the changes of seasons. Summer and fall are the times of year when typhoons occur. In our country we call them hurricanes. These tropical storms cause floods and mudslides.

Japan is a collection of islands. There are four main islands. They are: Hokkaido, Honshu, Shikoku, and Kyushu. Hokkaido in the north hand snowy winters like Maine. The southern part of Japan has weather like Florida. Japan is much smaller than our country, but it has almost half as many people. The population of Japan is 123 million. Japan is much more crowded country than the U.S. Cities are fantastically crowded with people. Pacific Ocean lies between our country and Japan. There are many mountains and lakes in Japan. The most famous mountain is Mt. Fuji also called Fujiama. It is an inactive volcano. It last erupted in 1707. Mt. Fugi is the highest mountain in Japan. It is over 12,000 feet high. Japan is located in a region with many volcanos and a constant threat of earthquakes. All of the Japanese islands were formed through volcanic action. The most recent earthquake occurred (1995) in Kobe and caused billions of dollars in damage. Five thousand people were killed. In the great Tokyo earthquake of 1923 over 100,000 people were killed! Mt. Fugi is located near Tokyo and is often photographed. The Japanese Alps are located in central Honshu. An important national park is located here. Rivers are short; the longest one, the Tone Gawa, is 228 miles long. Because the drop of the rivers is so great, they are good for the production of electricity. The river canyons are famous for natural scenic beauty.

2.TOKYO is the heart of Japan. Like Paris, Tokyo is a classic example of a primate city. Japanese citizens have an attraction for the "miyako" or the capital city. Tokyo was destroyed during the great earthquake of 1923. Thousands of people were killed.

It is hard to believe that almost eighty percent of the city was destroyed during the Second World War. Modern Tokyo is a wonderful place to visit. It is the political, economic, and cultural center of the country. Like large cities everywhere there are good things about living in Tokyo and their are concerns which citizens of any large city share.

Tokyo is the largest city in Japan. Some geographers think it is also the largest city in the world! Even before the Second World War Tokyo was the largest city in the world. One fourth of Japanese people live in urban Tokyo or its suburbs. Tokyo attracts thousands of new citizens every year. They come here to get jobs. Many important businesses have their headquarters in Tokyo. Business and government work closely together for the benefit of Japanese society. Tokyo is a city with towering skyscrapers. Tokyo is so large that there are several downtown centers. One of the most famous is Shinjuku.

The population of Tokyo itself has become a problem. One problem created by a huge population is an efficient sewage disposal system. Collection of garbage and its disposal is also a problem. Think about how much garbage 30,000,000 people make each day! And more people keep coming. People come for jobs. Since the most important companies have offices in Tokyo, many people want the satisfaction of working for an important business. This leaves fewer people living in the countryside and other important cities. Housing in the countryside is much cheaper than similar housing in metropolitan Tokyo.

Many people live in apartments because the cost of owning a small home is so expensive. These huge blocks of apartments are called danchi. Many skyscrapers in downtown Tokyo are apartment buildings. The floor plan of modern apartments is still similar to the traditional design of older Japanese homes. Traditional two story homes exist side by side with skyscrapers. Tokyo is an expensive city in which to live. Since land is scarce, Japanese owners live in houses that are usually one half the size of an American house. Even though many people would like to own their own homes; it is impossible.

Residential areas of Tokyo blend with commercial and industrial districts. One important commercial area is called the Marunouchi. Workers in commercial businesses or industrial factories often ride fast trains, buses, cars, or subways to get to work each day. Tokyo is the center of an important transportation network. An effective transportation system developed as a result of increased urbanization and industrialization after the Second World War. Increased traffic has caused increased pollution, especially from automobile exhaust. The subway is fast, on-time, and crowded. Almost eighty percent of workers in Tokyo spend an hour or more each day travelling from home to office. Travelling one hour each way , to and from a job, on a crowded subway isn't fun.

Tokyo harbor is one of the busiest in the world. Most important Japanese cities are located on the seashore. Importing resources for Japanese industry and exporting finished products is an important part of the success of Japanese industry.

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The emperor and his family live in Tokyo because it is the capital of the country. Tokyo became the national capital in 1868. Kyoto was the old capital city. Before it became the capital, Tokyo was called Edo. It was at this time that Japan began building more factories and adopting Western ideas. The emperor decided that these were important things to do. The emperor lives in the Imperial Palace. Parts of it are an old castle surrounded by a moat. The imperial family lives in a very modern palace that looks very traditional. The imperial family is rarely seen by average Japanese citizens. Tourists enjoy visiting the palace as well as other important buildings.

Many Japanese belong to the Shinto religion. A visitor can recognize a Shinto shrine because it has a torii (gate) in front of it. Many torii are painted a bright red. There are many temples and shrines throughout Tokyo. Often they are surrounded by parks or gardens. These green spaces are important to the Japanese people. The Japanese find these parks restful. Tokyo does not seem to have as many green spaces as other large cities do.

The Prime Minister and the Diet (Parliament) work here, too. The Prime Minister is like our President. The Diet is like our Congress. Most government ministries (offices) are located in central Tokyo. The Supreme Court is located in Tokyo too. All government offices are in the Kasamigaseki district. The government is based upon a design in the new constitution which was written after the Second World War. The government has recently decided to build new office buildings in the suburbs in order to decrease traffic in central Tokyo. Some Japanese people think the governments needs to be moved to a new city outside of Tokyo where it would be much less crowded. Washington, D.C., our capital city, was a new city built just for our government. There are many similarities between Tokyo and Washington, D.C.

The largest shopping (commercial) district of Tokyo is called the Ginza. It is famous for its shops as well as its neon lights advertising many things. Department stores in Japan are much like stores here. They are usually 9 or 10 stories high. In Japan, however, stores have more decorations and there are more clerks to help shoppers. These department stores have supermarkets in the basements. Restaurants are usually on the top floor. Shoppers can spend the whole day buying almost everything they need in just one store! There are many shopping districts in Tokyo. There is nothing like a mall however.

In addition to shopping and visiting important buildings, visitors like to spend time in many of the parks and gardens found throughout the city. However there is less parkland in Tokyo than in any other city of comparable size. The Japanese, too, enjoy their gardens and parks very much. Over one half of the museums and art galleries located in Japan are found in Tokyo. Many department stores have paintings for sale. Many important businesses have their own art galleries. Japan's own Disneyland opened in 1983. It is about one half hour's ride from downtown Tokyo. The one-way trip costs 30 dollars. It costs 60 dollars to get in. It has many exact replicas of amusement rides and

buildings that are found in the United States. The Japanese enjoy amusement parks as much as Americans do.

3. INDUSTRY The harbors of Japanese cities are some of the busiest in the world. Factories in Japan make cameras, electronic equipment, stereos, video recorders, computers, machinery, radios, typewriters, steel products, and ships. Other important products are medicines and computer products. Japan makes more cars and trucks than any nation in the world. Japan is one of the leading industrial nations in the world.

Many of these items are exported to countries around the world including the United States. One third of all Japanese exports go to the United States. Japan and the United States are important trading partners. Japan imports one forth of its imports from the United States. Other important trading partners are: Hong Kong, Australia, Singapore, South Korea, and Taiwan as well as European countries like Germany. Japan does not have all the natural resources it needs. Japan must import oil and gasoline products as well as iron ore, metals, coal, and wood. Major Japanese industries export goods to many countries, including the United States. Industry has the support of government. Technology helps Japanese industry maintain its reputation for excellence. Computerized robots perform many boring tasks in factories. Many businesses have headquarters in Tokyo. Government offices are also in Tokyo. Business and industry work together for the good of Japanese society.

How many of these companies do you recognize? Have you any of their products at your house?

Toyota Nissan Nippon Steel Hitachi Matsushita Mitsubishi
Idemitsu Oil Tokyo Shibauru Electric (Toshiba) Nippon Kokan
Toa Nenryo Kogyo Sumitomo Metal Kawasaki Steel Sanyo Electric
Bridgestone Tire Isuzu Motors Fujitsu Sharp Fuji Photo

4.ENVIRONMENTAL QUALITY (KANKYO MONDAI) By the 1960's it was evident that Japan was facing a severe environmental crisis. Tough laws with enforcement procedures were enacted in the 1970's. Laws were passed to make sure that non-pollution practices were put into use. Japanese companies are legally responsible for harm done to people as a result of pollution practices!

Some environmental problems were air pollution caused by car exhaust (emission of hydrocarbons, nitrogen oxides, and carbon monoxide) and poisoning from industrial wastes. Noise pollution is much the same in Japan as it is in the United States. Smoking is not regulated in Japan. More people smoke in public places. It is considered rude in Japan to ask someone to stop smoking. The burning of coal for energy also led to air pollution.

The quality of water was also a concern. One problem of crowded cities is sewage treatment. Treatment facilities are costly. Sometimes raw sewage flows into harbors making the water unsafe for swimming or other uses. Industrialization led to unforeseen problems of factories dumping industrial wastes directly into the water system. This was true in the case of textile and paper factories. Ships often dump oil directly into the water. Coastal waters remain highly polluted.

5. TRADITIONS are customs or ways of thinking that people do for

what seems like many years. We have traditions in our country. Having turkey for Thanksgiving dinner is one custom. The Japanese have customs, too. The kimono is a traditional kind of clothing. The style of a Japanese home and even the arrangement of an apartment is part of Japanese tradition. Even as Japanese society changes and the Japanese adopt modern, sometimes Western, ways, the Japanese keep deep respect for tradition.

The Japanese have a deep respect for their ancestors. They also have a deep respect for older people. Older people have acquired wisdom with the passing of years. There is even a holiday called Keiro no Hi (Respect for the Aged Day) on September 15.

When a Japanese person meets someone instead of shaking hands, they bow. This is part of their tradition of respect for others. The love of tradition is also reflected in the kinds of homes Japanese people live in and the kinds of food they eat as well as the kinds of clothing used for special occasions.

6. HOUSES/ NOHON NO IE A traditional Japanese house is small. Japanese families are small. There is usually a mom, dad, and one or two children. Grandparents live with the family, too. The Japanese respect elderly people. There is little furniture in a Japanese house. They would think our homes are cluttered. Rooms are used for more than one purpose.

The houses are built of wood, plaster, and paper. Before the second World War, roofs were thatched. This is a fire hazard. Now most roofs are made of tiles. The houses are rarely painted. The tatami mats found on the floor are used instead of carpets. The mats are made of straw. To keep the house clean, shoes are removed when one enters the house. The walls are made of rice paper. The doors slide open instead of opening in or out. Rooms are separated by sliding panels. Nowadays sliding glass doors open to the family's garden (nirva.)

The main entrance is called a genkan. People remove their shoes in the genkan. The main room has a tokonoma, a recess where flowers (hana) are displayed. The usual furniture is a low table and cushions called zabuton instead of chairs. Other rooms have dressers and chests for personal items. Few homes have central heating. Many homes have a kotatsu or pit like a fireplace in the middle of the main room floor. A table covers it. In winter the family sits around the table to keep warm. Electric heaters provide the warmth in a kotatsu. All houses have electricity and running water. Not every house has heat or air conditioning though. People eat around the table too. There are many attractive dishes used for food. The Japanese believe food should look as good as it tastes. People eat with chopsticks. Before eating people say Itadakimasu and after the meal they say Gochiso-sama deshita. People usually sleep on the floor. Mattresses or quilts called futons are taken out of closets at night. Futons are comfortable and practical. One room can be used for many purposes can be a living room, a dining room, and a bedroom. Futons are stored in closets during the day.

The Japanese have a room called a bathroom that just has a large square tub in it. After scrubbing yourself clean and rinsing yourself off, you sit in the tub and relax. It's something like

an American hot tub. Bath time is relaxing, pleasant time of the day. The toilet in a separate room.

7. KIMONO In everyday life most Japanese people dress much the same way as we do in our country. This is especially true in large cities like Tokyo or Osaka. For special occasions, Japanese people wear traditional clothing. A kimono is a traditional robe. It is traditional to wear a kimono at your wedding and for special occasions like New Year's, graduations, or funerals. It is the national costume of Japan.

A kimono is usually made of silk. A bride's kimono may be the most expensive thing she will ever buy. Women often take lessons to learn the proper way to wear a kimono. This is a tradition in Japan. Men wear loose fitting trousers (hakama) under their kimono and a jacket (haori) over their kimono. Many people also wear a yukata which is a kimono-like robe made from cotton. It is tied with a sash called an obi. Tabi are socks worn with geta. Getas are wooden sandals. Tabi have a slit in between the first and second toes something like a mitten.

8. GOING TO SCHOOL IN JAPAN The Japanese think education is extremely important. Parents take great pride in their children's achievements. School begins in April and runs through March. There are several two week vacations throughout the year. Children go to school from 8:30 to 3:30 from Monday to Friday. They go to school a half day on Saturday. Children in the same class spend a great deal of time together: they belong to the same clubs, go on the same trips, and belong to the same sports teams.

Some children take after school classes to help them do even better in school. This is called juku. Most school children wear uniforms. All children help clean their school at the end of the day. Children are proud of their school. Each group in the class is responsible for cleaning something special: classroom floor, hallways, or flower beds.

All students take classes in the Japanese language. They take classes in English, too. Their is a class in calligraphy. Japanese writing is very difficult to master. There are classes in social studies, math, physical education, science, music, art, and sometimes home economics. Succeeding in school is important to Japanese children.

9. HOLIDAY Japan has more holidays and festivals that our country celebrates. These holidays and festivals are part of Japan's tradition of celebrating special events.

May 5 Children's Day Kodomo-no-hi fly a fish shaped kite

November 15 Shichi-go-san celebrates the birthday of children who are 7-5-3

January 1 New Year's Day Oshogatsu celebrate by feasting and giving gifts

December 23 Emperor's Birthday Tenno Tanjoli

February 11 National Foundation Day Kenkoku Kinen no Hi celebrates Japan's first emperor

March 21 Spring begins Shumbun no Hi

September 15 Respect for the Aged Day Keiro no Hi honors the elderly

10. THE LANGUAGE OF JAPAN Calligraphy (Shodo) is a difficult art

to master. Japanese words are written as symbols unlike English words. Skill in writing characters is practiced during the school day. The characters are drawn using a brush and black ink. One form of calligraphy is called Kanji. The Japanese language is based on 5 vowel sounds and fourteen consonants. It sounds unusual to you, but Japanese is much easier to speak and read than English because there are no unusual vowel combinations, blends, or digraphs! Japanese, like English, has borrowed words from other languages. Blue becomes bo-ru. Baseball becomes be-so bo-ru. If you travel to Japan, you will see many signs which have the same meaning as those signs we use in the United States.

11. LET'S COUNT IN JAPANESE

1 ichi
2 ni
3 san
4 shi
5 go
6 roku
7 shichi
8 hachi
9 ku
10 juu
11 juu-ichi...
0 zero

20 ni-juu
30 san-juu
100 hyaku
1000 sen

12. SPORTS Many sports that developed in Japan have become popular in our country. Almost everyone recognizes these sports: judo, karate, and kendo. Judo is now part of the Summer Olympics. Sumo wrestling is a sport which has not become well known or popular outside of Japan.

Other sports have been introduced to Japan. Professional soccer is played in Japan. Baseball (yakyu) is one of Japan's most p[popular sports. Although baseball was played in Japan before 1900, it only became immensely popular after the Second World War. Baseball is a professional sport. There are two major leagues. Major players are as popular and well known as star baseball players in America are.

Tokyo hosted the Summer Olympics in 1994. Sapporo hosted the Winter Olympics in 1972. The Summer Olympics will again return to Japan in 1998.

13. GARDENING The Japanese love gardening. Many of the plants in a Japanese garden are the same plants which grow in Maryland. Bamboo/Take is a fast growing member of the grass family. It is native to many countries in South Asia. Large stands of bamboo are planted all over Japan. It is used in gardens. It flowers once in its life time; then it dies. The Japanese have used bamboo to make many useful items for hundreds of years. Among the things bamboo is used for are: water pipes, chopsticks, lantern frames, food, flower vases, baskets, scoops, screens, furniture, swords, flutes, wind chimes, doors, fences, and handbags.

Bamboo, the chrysanthemum, and cherry blossoms (sakura) are symbols for Japan. The pine tree (matsu) is another symbol for Japan. It is revered because it lives such a long time. Bonsai is a special form of training plants to retain their small shape. It

is a specialized hobby. Any plant, even grasses or moss, can be used for bonsai.

One kind of garden consists of gravel with large rocks in it. It is meant to be looked at. One sits and thinks when in this garden. You might think it looks to bare. Another kind of garden has many plants in it. It often has a bridge and small stream. This kind of garden is where people come to sit and relax. Gardens are thought to represent all parts of nature. There will be a pond, rocks, sand, and small trees.

The Japanese have a special name for the art of flower arranging. It is called IKEBANA. The arranger uses flowers to represent man, earth, and sky. It is a traditional art form still taught in Japan today.

14. FARMING AND FOOD Japan is a mountainous country. Still many people live on farms. People in Japan eat rice every day. Rice growing is an important farm crop. Even though farms are small, Japan grows almost enough rice to meet its needs. In fact, there is a surplus of rice. The government buys surplus rice from farmers. Rice is also used to make sake, rice wine. Farmers raise many other crops. Fertilizer, modern farming methods, modern farming equipment, help Japanese farmers to produce most of the fruits and vegetables eaten by the people. Still, almost one third of produce must be imported.

Many other crops are grown by farmers. Some Japanese farmers grow tea. Tea leaves are brewed into tea. Japanese drink green and black tea. There is even a traditional tea ceremony. Just as many people in Japan smoke cigarettes as in our country. Japanese factories manufacture cigarettes. Tobacco is grown by some farmers. The government buys the entire crop. A good source of protein besides fish is soybeans. Soybeans can be served many ways. Soybeans are imported from our country.

Since this island country is surrounded by seas, fishing is an important industry and an important source of food. People eat fish every day. There are fish farms on land where fish are raised as a crop. In our country trout and catfish are raised on fish farms. Japan must import 40 percent of its fish needs. A dish of raw fish and rice is called sushi. People in Japan do not eat a lot of meat. Japanese people also eat seaweed. (A by-product of seaweed is used in making ice cream in our country.)

A typical meal might include: rice, vegetables, soup made with soybeans, pickles, and fish or meat. The Japanese make pickles out of many different kinds of vegetable, not just cucumbers. Sometimes noodles (udon) are served instead of rice. The Japanese enjoy dining out, too. You might be surprised to find fast food restaurants in Japan. Many fast food restaurants found in our country also have restaurants in Japan.

15. WOODBLOCK PRINTING The Japanese woodblock print is a very interesting form of artwork. The style of artwork is called Ukiyoe. It shows people and scenes from nature and everyday life. The colors are clear and bright. Many Japanese practice this form of artistry by making their own New Year's cards. The print has influenced many Western artists: Degas, Gauguin, Cassett, and Manet! It's easy to make block prints in the classroom.

You need: styrofoam meat/fruit trays, (The larger the tray, the larger your print will be,) printing ink (tempera paint works well, too,) a roller (or a squeegee,) paper, rice paper
Directions: 1. Draw a picture on the meat tray with a pencil. Make the lines deep. The areas where the line is drawn will be white when you print on white paper.
2. Carefully lower a piece of white paper onto the tray.
3. Press down with your hand and rub the hand all over the paper.
4. Hold onto the tray and carefully peel the paper from the tray.
5. The paper print needs to sit flat until it dries.
Different colored paints and papers may be used for different effects. For an authentic effect use rice paper which is traditionally used in Japan. Imitation rice paper is available.

THE FOLLOWING ARE SOME ACTIVITIES WHICH CAN BE USED WITH MANY OF THE STORIES IN THE PRECEDING ARTICLE:
1. CATEGORIES: After reading the article about Japan complete this chart. The English equivalent or the Japanese word may be used. Any classification will work. A "web" can be used, too.

HOUSE WORDS HOLIDAY WORDS FOOD WORDS

2. CATEGORIES: Make a chart or use a Venn diagram to compare:

TOKYO BOTH CITIES BALTIMORE

3. MAPPING ACTIVITY 1: PHYSICAL Find these locations in your atlas. Locate each of these on your map of Japan. Word bank: Japanese Alps, Mt. Fugi, Hida Range, Lake Biwa, Tokyo Bay, Inland Sea, Sea of Japan, Pacific Ocean, Honshu, Shikoku, Kyushu, Hokkaido, Kwanto Plain

4. MAPPING ACTIVITY 2: POLITICALFind these locations in your atlas. Locate each of these on your map of Japan. Word bank: Tokyo, Kobe, Osaka, Yokohama, Kyoto, Fukuoka, Sapporo, Hiroshima. Compare your physical and political maps. Where are most of the important cities located? (There are 3 good, practical answers.

SURVEYING JAPANESE STUDENTS:
COMPARING STUDENTS FROM DIFFERENT CULTURES
NCSS STANDARDS- THEMATIC STRANDS
I. Culture:
a. explore and describe similarities and differences in the way groups, societies, and cultures address similar human needs and concerns
IV. Individual Development and Identity:
f. explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions
INTRODUCTION- PURPOSE/RATIONALE In this series of activities, students will display data from a questionnaire completed by a selected class of Japanese elementary school students. The class will then complete the same questionnaire themselves. The students will tally results from both questionnaires and display

data in an appropriate form: a graph or possibly a Venn diagram. The students will compare the results of the Japanese questionnaire with their own questionnaire and make comparisons and contrasts about their culture and the Japanese culture. The Japanese students polled live in Hiroshima, a Japanese city of comparable size to Baltimore.

OBJECTIVES

KNOWLEDGE OBJECTIVES: Students will:

. learn information about the daily lives of same age children from the Japanese culture.

. draw conclusions about the similarities and differences between their own lives and the lives of students from another country and culture.

SKILLS OBJECTIVES: Students will:

. use graphing skills to analyze and appropriately display results of both questionnaires.

. be able to complete a questionnaire about themselves.

ATTITUDE OBJECTIVES: Students will:

. gain an understanding and appreciation for another culture.

TIME ALLOTMENT: This social studies lesson can be correlated with graphing skills taught in mathematics class. Using both social studies and math periods a teacher and class can complete these activities over a span of three days or six class periods.

RESOURCES NEEDED: data from questionnaire from Japanese students (at end of lesson plan), questionnaire to be completed by class, graph paper for different kinds of graphs, writing paper, drawing paper

PROCEDURES:

A: Student Questionnaire Children will complete a questionnaires about themselves. Teacher will discuss the nature of answering questions about the student's likes and dislikes. Students should be cautioned about making their own responses and not discussing responses. After completion the teacher will collect questionnaires.

B. Tallying Results Teacher will divide class into small groups of students. Small groups of students will be given different groups of questions from the questionnaire. Students will tally the results of their section of the questionnaire. The tallied results from the questionnaire will be displayed for the entire class.

C. Making Graphs Each small group will determine which graph (pictograph, pie chart, bar graph, maybe line graph) of its data will be best and make a graph for each of the questions in their section of the questionnaire's data. Students will make a graph for each set of student responses. There will be two graphs (one Japanese, one American) for each question.

Note: Teachers should determine before beginning that students know how to graph data. This is an excellent integrated math/social studies lesson.

D. Japanese Students' Questionnaire Data Small groups of students will tally the data from the corresponding questions they completed from their own class's questionnaire. They will then use the same kind of graphs (used in their own survey) to graph

the Japanese student data.
E. Students will compare and contrast the results of specific questions from the questionnaire. Students will look for likenesses and differences of the responses. Students will use vocabulary such as: greater than, less than, equal to. Students will look for ways to combine sections of graph data.
F. Each student will write a paragraph expressing the inferences found in "E".

ASSESSMENT: 1.Teacher will assess the conclusions drawn by the group about the likenesses and differences each group has made about their section of the questionnaire.
2.Teacher will assign a written question about the similarities and difference of specific questionnaire questions to the class.
3.Teacher will assign a written question about the results from the likenesses and differences each student can find from examining the results of the entire questionnaire.
4.Individual students can complete a Venn diagram using graphing data as a source material.

EXTENSION AND ENRICHMENT: Students can make their graphs on large poster sized pieces of paper to display their own class results with Japanese student results. These can be hung in the school foyer.
Another class can complete the survey. Students from each class can compare own class with another or the new class with the Japanese class. Are there marked differences between American classes or between the second American class and the Japanese class?
Students can use this data about themselves to write an autobiography or make an "All About Me" book.

APPENDIX 1

DATA DISPLAY OF ANSWERS FROM JAPANESE STUDENT QUESTIONNAIRE.

1.I live in... Hiroshima-31
2. I was born in... Hiroshima-25, Osaka-2, Yamaguchi-2, Goto-retto-1, Kyoto-1
3. On vacation I went to... pool-3, camp-3, home-4, Osaka-3, grandma's-2, Nara-1, hotel-2, Tokyo-1, Spaceworld-1, Shinkoku-1, sea-6, mountains-2
4. My favorite sport to play is... ropeskipping-2, swimming-5, badminton-2, baseball-10, soccer-7, basketball-2, running-2
5. My favorite sport to watch is... soccer-4, baseball-19, volleyball-1, swimming-1
6. When I grow up my job will be... millionaire-1, soccer player-5, carpenter-1, baseball player-4, nurse-1, teacher-5, superintendent of building-1, cartoonist-2, train driver-1, store clerk (bakery, retail, florist, clothing)-6
7. My favorite food is... everything-1, meat (includes steak, yakitori)-8, sweets-1, fish (includes sushi)-3, pizza-1, hamburger-5, okonomikaki-2, curry-1, ramen noodles-1, cake-1, gratin-1, rice-1, tempura-1, watermelon-1, spaghetti-1,
8. My favorite color is... blue-7, sky blue-5, purple-7, pink-4, sliver-1, white-1, yellow-1, red-1, green-1
9. My birthday is... January-3, February-5, March-5, April-0, May-2, June-3, July-4, August-1, September-2, October-1, November-

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2, December-1
10.My favorite subject in school is... art-7, math-5, gym-10, nothing-1, sociology-2, science-2, language-2, music-2
11. My least favorite subject in school is... math-8, nothing disliked-5, sociology-5, language-6, swimming-2, art-4, gym-1, music-2
12. My pet at home is... tropical fish-8, dog-3, no pet-11, insect-1, hamster-1, bird-4, rabbit-1, cat-1, crayfish-1
13. My hobbies are... reading-10, playing-7, family time-7, drawing-4, soccer-3,
14. My favorite TV show is.. Magical Zunou Power-3, Conan-6, Tuumu Ningen-1, Magical Banana-2, Crayon Shin Chen-1, Bakuson Kyondao-1, Kaiten Saint Tail-2, Dragon Ball-3, Mokuyou No Kaiden-1
15. My favorite holidays are... summer school holiday-21, spring school holiday-8, winter school holiday-1, New Year's-1
16. My favorite season of the year is... all-4, summer-10, winter-4, spring-10, fall-3
17. People in my family (including me) are... three-2, four-15, five-2, six-3

APPENDIX 2

NOTES FOR TEACHERS TO ACCOMPANY QUESTIONNAIRE RESULTS. Teachers may opt to use these ideas to initiate student discussion.
1. Many children at one school have different city/town mailing addresses.
2. Locate the birth places of children. Map the out-of- state and in-state sites. Were any of your students born outside of the U.S.?
3. Ask your students for specific places or place names like Denver, not generalities such as camp or pool.
4. Find maps of playgrounds, baseball diamonds, etc. to display to students. Brainstorm for equipment needed for each sport.
5. A number of students mentioned Hiroshima Carp or Tokyo Giants. Locate American baseball teams on your U.S. Map.
6. Which jobs need a college education? Which jobs provide goods and services (economics?)
7. Which are "Western"foods? Sort foods according to your food pyramid. Try cooking some of these foods with your class-yum! Okonomikaki is the traditional "pancake" or "crepe" of Hitoshima. Delicious!
8. Try to discover why each color choice was significant for your students. Which colors do children of both cultures not like?
9. Showa refers to a year in the reign of the late Emperor Hirohito. We sometimes refer to the presidency of... What other ways are there of demarcating time?
10. What is sociology?
11. Will students use "nothing disliked" in their graphs? This is student decision making. Most schools in Japan have outdoor swimming pools!
12. Only 1 cat! This is unusual; cats are said to bring good luck in Japan. What kinds of things do animals represent in our culture? What other things are symbols of good luck in our culture?
13. Sort these according to activity level.

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14. Most Japanese children like cartoons which are also extremely popular with adults, too. Categorize the type of programming your students prefer.
15. Japanese children attend school 240 days a year. Their school calendar is much different from ours.
16. Summers are hot, muggy, and rainy! Describe the seasonal weather where you live. Look up the daily weather report for Tokyo.
17. How do sizes of families differ from the two cultures? Japanese tend to have more extended families. What does this mean?

APPENDIX 3
STUDENT QUESTIONNAIRE

1. I live in _____
2. I was born in _____
3. On my vacation I went to _____
4. My favorite sport to play is _____
5. My favorite sport to watch is _____
6. When I grow up my job will be _____
7. My favorite food is _____
8. My favorite color is _____
9. My birthday is _____
10. My favorite subject in school is _____
11. My least favorite subject in school is _____
12. My pet at home is _____
13. My hobbies are _____ and _____
14. My favorite TV show is _____
15. My favorite holidays are _____ and _____
16. My favorite season of the year is _____
17. People in my family (including me) are _____